

**Three Instructional Objectives and Corresponding Means to Achieve Each**  
based on research by Graves, Baker, Baumann, Kame'emui, Ash

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Research on Vocabulary Instruction: Voltaire Redux

Baumann, James, Edward Kame'emui, Gwynne Ash, pages 752-785

***Teach students to learn words independently***

1. Have students listen to live and recorded oral discourse. Read to them and have them listen to stories, books, plays, songs, poems, fiction and nonfiction prose, and simple conversation. It would be very unwise to underestimate the power of simple oral exposure to vocabulary.
2. Promote wide independent reading at home and school. Make independent reading a regular, significant part of the language arts curriculum. We believe in the power of incidental learning of vocabulary, but incidental word learning cannot rely on accidental reading.
3. Engage students in oral and written compositions on a regular and sustained basis. Have students express themselves in writing and speech daily. Generative processes must be used and exercised if receptive vocabulary is to become expressive.
4. Teach students formally and directly the transferable and generalizable vocabulary learning strategies of morphemic and contextual analysis. It is likely that this instruction will enhance students' ability to acquire word meanings incidentally from written and oral texts.
5. Teach students to use regular and specialized dictionaries and the thesaurus. This instruction may be mundane, but skilled and timely use of these tools is essential for later sustained and independent vocabulary growth.
6. Provide students with activities that allow them to explore the richness and subtleties of word meanings in natural contexts (Scott, Butler, Asselin, & Henry, 1966), and provide them opportunities to make choices about and to assume responsibility for which vocabulary to learn (Fisher et al., 1996).

***Teach students the meanings of specific words***

1. Teach synonyms or definitions for specific words through rote or mnemonic strategies. There will be times when students must learn labels for limited numbers of words; in those situations, select the most efficient and cost effective approaches.
2. Provide students partial knowledge of many unknown words. Simple definitional strategies or preexposure prior to reading or listening will provide students a foot-in-the door level of knowledge for words that they may learn more deeply and fully over time with additional subsequent exposures.
3. Preteach critical vocabulary necessary to comprehend selections students read in basal readers and in content area textbooks. Deep, rich levels of word knowledge are needed in order to affect text comprehension, and costly strategies such as semantic relatedness or definitional/context methods must be employed in order to achieve this objective.

***Help students to develop an appreciation for words and to experience enjoyment and satisfaction in their use***

1. Set a positive model. Demonstrate how word play can be interesting and enjoyable by expressing the value in possessing a versatile vocabulary and by demonstrating how word learning can be interesting and fun.
2. Have fun with words. Play word games linked to content topics and ones that may be done purely for entertainment and enjoyment.
3. Promote student use of vocabulary learned at school in nonschool contexts (e.g., Beck & McKeown's, 1983, "Word Wizard").